PROBLEMS OF ORGANIZATION OF CONTINUOUS PROFESSIONAL DEVELOPMENT OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

The current situation in the continuous professional development of teachers, what technologies they use to study the educational, pedagogical, technological, organizational, economic, socio-cultural factors, how long they can study independently, the level of use of technology and through what methods information on the results of the study of problems, such as improving their skills.

Keywords: continuous training, advanced training systems, information and communication technologies, Internet, social networks.

No country can imagine its path of development without science. In Uzbekistan, too, the issue of developing science and training qualified and thoughtful personnel has risen to the level of state policy. The high level of the state's attention to education and youth is evidenced by the innovative approaches in the education system and the full support of our youth. The head of our state also stressed the need to bring up young people as independent and logical thinkers based on modern knowledge and experience, national and universal values, as well as people with noble qualities.

After all, the President of the Republic of Uzbekistan Sh.M.Mirziyoev said: We will mobilize all our forces and capabilities, "he said. The future of any society is determined by the level of development of its education system, which is an integral part of it and a vital necessity. Today, on the path of independent development, the reform and improvement of the country's system of continuing education, raising it to a new level of quality, the introduction of advanced pedagogical and information technologies and increasing the effectiveness of education has risen to the level of state policy.

Indeed, the effective use of modern information technology in order to improve the quality of education of students, to improve its content, to organize education at the level of modern requirements, to increase the effectiveness of education in secondary schools, new pedagogical, information introduction of technologies, including the use of interactive methods and tools. Therefore, today's teachers in secondary schools have the following important tasks:

☐ increase the role and importance of science in the formation and development of students' independent learning and learning skills;

☐ organization and conduct of classes on the basis of modern pedagogical technologies;

☐ the use of methods and forms aimed at increasing the activity of students, the development of their mastery;

☐ effective use of modern information technologies in education.

From the tasks listed above, it is clear that secondary school students need to be taught to use technology for independent learning and to be constantly active. Organizing the learning process through the use of computer technology and information and communication tools in the learning process has a positive impact on the effectiveness of education.

As in all fields, the entry of new knowledge into the field of education is a great responsibility for professionals. Because the role of teachers is very important in providing the future specialist with knowledge that meets the requirements of modern world standards, in training them as independent thinkers, experts in their field. This requires teachers to be self-researching, hard-working, and quick to learn and deliver news to students. In the field of information technology, in particular, it is necessary to provide students with more and more information, to direct them to the rapid acquisition, and to create conditions for the full, perfect acquisition of knowledge.

Today, as a result of the wide coverage of almost all sectors of the country, information technology requires their effective use. With each passing year, information technology and its technical means are

evolving and improving, making it increasingly difficult to find areas where the Internet is not available or used.

Nowadays, the issues of content and quality of education are considered a priority in society, and special attention is paid to the use of information technology in the education system of developed countries. In this regard, ways are being sought to develop education, increase its effectiveness, and research on the introduction of information technology in education is being improved. The introduction of information technology in the educational process is based on the organization of the educational process using information, multimedia and network systems. Information technology assists educators in organizing and managing the learning process, developing recommendations for the development of curricula, syllabi, and teaching materials, and testing and monitoring.

This article provides information on the current state of continuous teacher training in the framework of the UNESCO project "Adaptation and scaling up of approaches to teacher training in Uzbekistan", the results of statistical analysis of the results of the study.

The project envisages the creation of a model TPD @ Scale for the organization of continuous training, which will be used to adapt the components of professional development to the conditions of Uzbekistan, to introduce, evaluate and improve for small groups of different teachers. The development of guidelines can be highly effective for the teacher training system. The study of educational, pedagogical, technological, organizational, economic, socio-cultural factors that affect the effectiveness of the quality of education within this model in Uzbekistan will further develop this process.

In order to implement the project, teachers need to continuously improve their skills in order to study the educational, pedagogical, technological, organizational, economic, socio-cultural factors. as well as a survey of what methods they use to improve their skills. The survey also included questions to identify problems and barriers that teachers face in the process of continuing their skills.

According to a survey of secondary school teachers, 58% of them use personal laptops / computers, 41% - use mobile phones, 28% - use computers / laptops provided by the school, and 1.5% - do not use any devices in the process of preparing for lessons and continuously improving their skills.

ɸDuring the lesson 55% of teachers use computers/laptops provided by the school, 54% - use personal computers/laptops, 31% - use mobile phones, and 4% -do not use any devices at all.

To prepare for the lesson/search for extra teaching material, 63% of them purchase an Internet package on mobile device, 36% - use the school Internet, 33% - use the Internet at home via a personal computer, and 1% - do not use the Internet at all.

77% of teachers can find the information they need from the Internet and transfer it to their device, 15% - can only find and meet the information, but cannot transfer it, and only 8% - are not able to find online resources at all.

While preparing for the lessons and to prepare teaching materials for pupils 52% of teachers use Internet science websites, 50% - use Social networks (Telegram, WhatsApp) channels and groups, 44% - use textbooks, manuals, 28% - use materials available on the school's computer or database, 28% - use materials from the Ministry's TAS-IX network, 24% - use social networks (Youtube channels), 8% - use Facebook and Instagram pages, 6% - use TV channels, and 3% - do not use any online resources at all.

According to the teachers' answers, 86% of them use the Internet every day, 12% - use it once a week, and 2% - never used.

In a survey to determine what types of resources on the Internet are preferably used by teachers, 60% of them use video materials, 47% - use illustrative materials, 43% - use text materials, 34% - use audio materials, 30% - use animated videos, and 8% - use digital TV videos. But none of them use simulators (ready-made virtual labs).

To the question on how to improve their skills, especially in what ways do they achieve additional knowledge and skills, the following answers were received: 55.5% of teachers use social media subject channels (Telegram, Youtube, WhatsApp, etc.) and in groups, 45.5% - Internet science websites, 44.5% - in-service courses, 39% - reading science literature, 30.5% - materials in the TAS-IX network of the Ministry (for example: uzedu.uz, eduportal.uz), 27.5% - short-term trainings and seminars, 20 % - online training systems, MOOC (Coursera, INTUIT, edX, etc ..), 18% - methodical activities in school, 14% - TV channel shows, and 7.5% - other methods.

55.5% of teachers have taken online courses on social networks (Telegram/ other courses), 31.5% - Youtube video courses, 29.5% - MOOC (Coursera, INTUIT, edX, etc ...), 28.5% - in online training systems.

81% of teachers follow news in their field every day, 14% - once a week, and 5% - once a month. Nobody answered never.

85% of teachers follow news about their field in social networks, 28% - through popular sites in the field, 19% - through TV channels and 14% - through news sites.

When they were asked about the most appropriate form of organizing in-service training courses for teachers, 52% of teachers answered daytime, 30.5% - by using distance technologies and 17.5% - blended learning.

46.5% of teachers did not have any problems during the in-service training, 24% - answered that financial opportunity is not enough to go to training and there is need to take missed classes during the time spent on professional development, 17% - answered that professional development programs did not suit their professional interests, 14.5 - noted the inconvenient timing of the lessons.

To the question about electronic system installed in teacher in-service centers on continuous professional development 61.5% of teachers highlighted online training systems, 36.5% - social network channels (Telegram, Youtube, WhatsApp, etc.), 36% - materials of the Ministry's TAS-IX network, 14% - MOOC (Coursera, INTUIT, edX, etc ..), 12% - Electronic portfolio system is available. Only 12% of teachers marked not available.

When identifying the prevents for teachers to improve their professional skills independently, 42.5% - replied that the bandwidth or speed of the Internet was not enough, 33.5% - ticked the lack of resources in national language, 22% - said that the required online resources were paid, and 20.5% - noticed that there was not internet connection, 17% - don't have a computer, 8.5% - have difficulties in using the Internet without the help of an ICT facilitator, 7% - cannot copy material from a mobile phone to a computer, 5% - have difficulties to re-edit information from the Internet and 3% - are not able to find online resources.

43% of respondents are males and 57% - are females, among them 20-30 years old - 37%, 31-40 years old - 45%, 41-50 years old - 11%, 51-65 years old - 7%.

In conclusion, the process of modernization and reform of education is particularly evident in the public education system. In this system, new technologies must be constantly introduced in order to improve the quality of education. Based on the above statistics, it can be said that the development of a model of training in accordance with traditional, distance and hybrid forms of training to organize continuous training in Uzbekistan; Development of training courses in the national language, teaching modern teaching methods, modern innovations in science, advanced foreign experience and innovative technologies; creation of modern platforms for the organization of teacher training in these courses; write and deliver training courses on optical discs for teachers who have problems with online learning; the organization of master classes and master classes in the form of clusters plays an important role in the formation of a modern educator who meets today's requirements. In this process, it is important that the application of best international practices in ensuring the quality of education remains a priority.

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